



## Behaviour POLICY

<b>Presented to</b>	<b>Date</b>	<b>Signature</b>
Governing Body	Spring Term 2017	(Head) L.Blackmore (Chair) P.Brown
Senior Leadership	Spring Term 2017	(Head) L.Blackmore
Staff Team	Spring Term 2017	(Head) L.Blackmore
Review Date	Spring Term 2018 (Annual)	(Head) (Chair)

## **Behaviour Policy**

**This policy has been written in accordance with the advice for headteachers regarding behaviour and discipline in schools January 2016**

We want every child in our school to reach their maximum potential, to be happy and confident, adventurous and determined to succeed, ready to be healthy citizens.

**'Behaviour is everything that we do or say, in our actions and our reactions. From a very early age children learn from their relationships with the people around them, both adults and children close to them. This circle of influence gradually widens, through nursery and then onto school. Children who grow up in an environment that allows and encourages them to develop a positive view of themselves are more likely to grow into independent and capable adults, which will better equip them for life'**

### **Aims**

- To create together a learning community for children and adults that is high in expectation and challenge and grounded in first-hand experience.
- To ensure that all adults and children in our school are respected and respect other cultures, their differences and their opinions.
- To encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions.
- To secure a commitment to excellent behaviour.
- To engage the whole school community in providing a powerful learning environment, rich in creativity and innovations, where we celebrate their achievements.

### **Rationale**

We believe that children will strive to reach high standards of behaviour. Low expectations will illicit low standards of behaviour. Therefore we endeavour to maintain high expectations through a consistent and positive behaviour management policy.

We wish to ensure a happy and caring community, which encourages respect for others' feelings, beliefs and possessions within a stable and caring environment. We understand that such a community needs a structure to support acceptable and agreed forms of behaviour.

We wish to implement a positive behaviour management system in which all adults with in the school consistently model the desired standard of behaviour. We expect the onus of the children's behaviour to be on them and so give them every opportunity to be involved in managing their own behaviour. As a school we recognise that good behaviour is closely linked to lively and stimulating teaching and is supported by valued relationships between all members of the school community.

Our behaviour management policy is structured so those children who meet the required standards of behaviour will automatically receive a reward. As a school, we use the Social and Emotional Aspects of Learning (SEAL) materials to support our children in managing their own behaviour

## **Purpose of policy**

To enable pupils:

- To develop responsibility for their own behaviour
- To develop respect for others
- To encourage and foster positive attitudes
- To develop a cooperative approach
- To develop an understand of the need for responsible behaviour
- To develop an effective range of strategies for dealing with problems

To enable adults:

- To consistently model high standards of behaviour
- To encourage and support children in developing ways to control their own behaviour
- To consistently follow an agreed format of rewards and sanctions
- To provide children with a consistent framework of expectations in their whole lifetime at our school.
- To ensure that opportunities and training are given to the children so that they can become more responsible for their own behaviour e.g. circle time

## **CLASSROOM RULES**

1. Always put our hands up to speak
2. Listen when your teacher is talking
3. Keep your classroom tidy
4. Listen quietly while others are speaking
5. Keep your hands and feet to yourself
6. Respect other people- Be kind in words and actions
7. Take care of our equipment
8. Share with friends and be a good friend
9. Always try our best

## **PLAYGROUND RULES**

1. We play together and look after one another.
2. We let other children join in with any games we are playing.
3. We respect the adults that look after us.
4. We tell the truth.
5. We always tell an adult when we need help.
6. We listen to other people and wait for our turn to speak.
7. We take care of our playground and the equipment in it.

## **Lunchtime behaviour**

A book will be kept by the Senior Supervisor to record serious incidents e.g. bad language, open continual defiance, vandalism, deliberately hurting/injuring someone, serious fights.

Lunchtime supervisors are encouraged to give out stickers to exchange for house points for children with good behaviour. No one should be left inside without adult supervision

### **Avoid Conflict**

#### **Keep things cool by:**

- Making rules clear
- Using the rules as buffers
- Avoid audience participation
- Give choices – this helps avoid more confrontation
- Remain in control of yourself
- Don't shout
- Explain how you feel
- Always follow up the incident
- Rebuild the relationship

### **Lunchtime Interventions**

- Lunchtime incidents are reported to the sports coach who will either deal with them in the spirit of behaviour recovery or feed them to HT or DHT who will then follow the appropriate Behaviour Recovery steps.
- Reward systems are operated at lunchtimes with everyone having an extra treat ie bubbles, team games.
- All lunchtime staff are encouraged to engage with children led by the sports coach.

### **Classroom behaviour**

Behaviour recovery is followed in all classes – see attached.

### **Whole school Reward**

Every term there is a VIB (Very Impeccable Behaviour) event in which all pupils are rewarded for good behaviour, with those who have received sanctions missing appropriate amounts of time from the event which can be half or whole day.

### **Role of parent**

- will celebrate their child's achievements with him/her and show an interest in their school life
- will ensure that their children are sent to school appropriately dressed in school uniform and in accordance with the rules in the School Handbook
- will act promptly at the request of the school by letter or by telephone in the instance of a discipline or behaviour problem
- will work with the school to improve children's behaviour
- will ensure that the child arrives at school on time and only when prior notice has been given may the child be collected to leave early
- will return the child to school immediately if she/he runs home
- will ensure that the work given during exclusion is completed and returned to school
- will closely supervise their child during exclusion from school and not allow them to come within the vicinity of the school

## **Roles and responsibilities of staff when dealing with pupil behaviour**

### **The responsibilities of Class Teacher**

Pupil behaviour whilst in class through:

- positive reinforcement
- formulating class rules
- circle time
- appropriate sanctions
- general behaviour around school on an “ad hoc” basis
- referring more challenging behaviour to Line Manager
- following school’s behaviour policy

### **The responsibilities of Teaching Assistant**

- supporting Class Teacher in encouraging appropriate behaviour in class
- overseeing pupils in their care
- encouraging pupils to adhere to class rules
- reporting more challenging behaviour to Class Teacher including any incidences at end of lunchtime where appropriate
- following school’s behaviour policy

### **The responsibilities of SLT**

- dealing with reoccurring fighting, racist remarks, kicking, defiance, bullying, theft and verbal abuse
- supporting Class teachers with more challenging pupils
- liaising with appropriate agencies
- evaluating agency work within class
- monitoring individual pupils receiving support
- keeping abreast of projects, both locally & nationally, which would benefit behaviour in school
- organise and implement training for Teaching Assistants (TA’s) on behaviour management
- Referring children to appropriate agencies

### **The responsibilities of Headteacher**

The Headteacher should promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work and regulate the conduct of pupils. She/He is also responsible for

- dealing with reoccurring fighting, racist remarks, kicking, defiance, bullying, theft and verbal abuse
- arranging appropriate support for Class teacher either from within school, Local Authority (LA),
- inter-agency working in order to improve behaviour
- supporting parents and pupil and making referrals to agencies as appropriate
- supporting SENCo in arranging appropriate in-class support for pupil
- meeting with governors
- exclusion
- in the case of exclusion, working with LA

### **The responsibilities of Behaviour Recovery Coordinator**

- Monitor effectiveness of behaviour recovery
- Keep log of persistent behaviour incidences and report to SLT
- Support staff with behaviour recovery processes
- Liaise with local authority re effective embedding of behaviour recovery
- To update training for all staff regularly.

### **Pupils behaviour outside school**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

### **The Headteacher may discipline a pupil for:**

any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Any non-criminal and bullying behaviour outside school should be dealt with by the Headteacher .She/He should invite any outside agencies in (i.e parents, behaviour coordinator) to discuss the

incidents outside school. Depending on the incidents outside school will depend on how the Headteacher chooses to discipline the child. She/ He should discipline the child in line with the schools behaviour policy.

Continued disruptions in lessons & School	1 - 3 Days
Defiance	1 – 3 Days
Verbal abuse to staff / pupils / others	1 Day
Racial abuse to staff / pupils / others	1 Day
Bullying – physical / verbal/	1+ Day
Physical abuse to staff / pupils / others	1+ Day
Sexually inappropriate behaviour	To be determined
Theft	1 – 3 Days
Vandalism	1 – 3 Days
Extortion	1 – 3 Days
Threatening behaviour	1 – 3 Days
Setting off Fire Alarm	1 – 3 Days

## **Behaviour and SEN**

Some children with very specific difficulties e.g. ADHD, downs syndrome, autism, sld etc. and find it hard to behave. School will make reasonable adjustments under DDA. If a child's behaviour gives cause for serious concern we can give additional support in school to try to put it right. In school we have Therapeutic Mentors in school who has many roles, but who is able to give particular support to children who have more challenging behaviour. We can also, but only with the agreement of parents, seek the assistance of, Early Help, Inclusion support or other services as needed.

Pupils who have difficulties will have extended transition arrangements to support them.

## **Bullying**

Bullying is a very serious kind of unacceptable behaviour. The staff and governors are aware of how distressing it is and how difficult it can be to detect. It can be defined as:

'The systematic victimisation of an individual over a period of time. It may be a combination of emotional, verbal and physical abuse. It is not merely a disagreement between two or more individuals'

Through curriculum initiatives, Circle Time sessions and the use of SEAL materials (Social, Emotional Aspects of Learning), Peer Mediation training for older children in Year 6, assemblies and School Council meetings, there are many opportunities to raise the school community's awareness of this issue, to highlight it as totally unacceptable behaviour, and to encourage an ethos which shows that 'It's OK to tell'.

Bullying incidents are very rare at Ryders Green Primary School, please see Anti Bullying Policy.

## **Racist Incidents**

Racial harassment in school might include:

- verbal abuse of any kind, including name calling. (Terms such as “Paki”, “Gypo”, “Chocolate Face” etc. are designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general.)
- physical assault;
- physical threat, intimidation or harassment (including attacks on possessions);
- ostracism in the playground, classroom or working groups;
- racist jokes (including jokes about other nations or particular groups);
- graffiti which is racially offensive;
- wearing of racist badges or t-shirts;
- distribution of racist literature, including jokes, cartoons, drawings etc

All racist incidents will be considered as serious and dealt with accordingly. The member of staff who first encounters the incident must express firm disapproval and take positive action to deal with the situation. Failing to do this could be seen as condoning the behaviour and thus discourage pupils and parents from reporting incidents. All racist incidents must be sent straight to Phase Leader for them to deal with. The phase leader should

- investigate the incident to ascertain the facts, together with the background which led up to the incident
- draw the perpetrator to one side and explain clearly and calmly why the behaviour was wrong hurtful or offensive;
- seek an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- where an assurance is forthcoming, ask the pupil to apologise for his/her action;

All incidents should be reported to the headteacher.

## **Non- Crisis intervention**

**All staff have been trained in de-escalation strategies and are to use these to deal and diffuse situations.**

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.



Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Reduced timetable**

When a reduced timetable or reintegration programme is being considered, the following policy must be followed.

1. When a reduced timetable is being considered, the student, the student's parents, SENCo, Head teacher or deputy head must be involved in the discussions before any decisions are made.
2. A reintegration plan must be drawn up which requires the agreement of the student, the student's parents, the school, the education welfare service and any other agencies involved in the student's education. The LA behaviour support team can offer guidance on how a reduced timetable and reintegration plan can be successfully used.
3. Before a reduced timetable can be approved, evidence must be provided that other strategies have been investigated or tried. These could include-
  - Support plan
  - CAF
  - Support from other family members
  - Alternative plan in school
  - Buddy system
4. The student must be supervised by an appropriate adult during school hours. Any concerns regarding the care of the student whilst they are off the school premises in regular school hours need to be raised with the SENCo or referred as a child protection concern using existing safeguarding procedures ( See safeguarding policy)
5. A plan for monitoring and reviewing the reduced timetable must be agreed with the SENCo and be in line with the inclusion policy.

A reduced timetable will be done for the shortest possible time and must be done in conjunction with a risk assessment which will clearly show why the pupil can't access full time provision. The timetable should be reviewed and increased weekly and the pupil should be back in full time education as quickly as possible.

### **Confiscation**

A teacher or other member of staff may only seize, retain or dispose of a pupil's property if he or she has authority to do it. The Education and Inspections Act 2006 provides that authority when the confiscation is a lawful disciplinary penalty. It is for the staff member confiscating to show the legality of the confiscation since he or she has made the decision to interfere with the property. In this school the headteacher has delegated to all teaching staff the authority to confiscate items

from pupils as a lawful disciplinary penalty. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned, and by whom. Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Staff should take confiscated items of obvious value to the school office, for storage in the school safe.

When are items not returned to a child:

- Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action

Staff should keep records of items they confiscate on SIM's and the grounds for the action, so that they may justify them later if challenged. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

### **How to deal with Drug related incidents**

Please see separate drugs policy.

### **Exclusion**

1. For discipline to be effective it has to be consistent.
2. It is a widely held belief that unless the hardest line is taken against drug use/supply the message will appear to be that of school condoning drugs. Being excluded from school can be more damaging than any drug and may not remove the problem and may make it worse.
3. Excluding may take the problem out of school grounds but not away from the pupils. Research also states that when excluded, a young person is more prone to drug use and the dangers that surround it such as drug dependence and crime. Some young people use drugs to hide or distract attention away from other problems. School can often be the most stable influence in a young person's life. Whilst the pupil is in school he/she can be closely monitored, if they are excluded from school he/she will still mix with pupils unmonitored. Permanent exclusion can further alienate a young person already in need of help. Teachers can be the only adults in a child's life that have their best interests at heart.
4. Exclusion is not the only answer. "Permanent exclusion will usually be the final step, **after** a wide range of other strategies have been tried". (DFES 2003).
5. A number of factors should be taken in to account when deciding on an appropriate response.
  - Does the pupil admit or deny allegations?
  - Is this a first or subsequent offence?
  - What was the quantity of drug involved?
  - What was the pupil's motivation? (Was there malicious intent?)
  - Does the pupil have a parent/carer or family member who is using drugs?
  - Does the pupil know and understand the school policy and school rules?

- If illegal supply is suspected, how much was supplied and was the pupil coerced in to the supply role or the one 'who's turn it was' to buy for others, or is there evidence of organised or habitual supply?
6. If a young person is using or dealing appropriate sanctions can be placed on a pupil. A range of responses can be employed. They are:
    - Early intervention
    - Referral to an outside organisation
    - Counselling
    - A Behavioural contract. A contract to stay drug free whilst engaged in any type of school related activity or on school premises (see Appendix 1 for an example contract) has been proven to act as an effective deterrent.
    - Fixed period exclusion
    - Pastoral support programme
    - A managed move
    - Permanent Exclusion
  7. Each case will be treated individually. Possession will be treated differently to supplying. If it were found that dealing was taking place with any malice then the strongest course of action would be employed.
  8. Placing a young person on a "drug free in school time" contract signed by the pupil, parent/carer and school, has proved successful in deterring further drug use, in school, by a pupil.
  9. It should not be the sole burden of responsibility for one person to decide the future of any young person. Any decision should be discussed between all parties concerned to try to establish what is best for the young person and school. Record all you decide and do, it may be important in the future.
  10. The DECCA Team can be called in to school to work with any young person suspected or caught using drugs.

### **Police Involvement**

The head teacher and the deputy head teacher can involve the police when there is a one off incidents from the list below.

1. Serious actual or threatened violence against another pupil or member of staff
2. Sexual assault / abuse
3. Supplying an illegal drug
4. Carrying an offensive weapon

When a pupil is involved in a criminal activity the School should consider whether or not to inform the police. The outcome of the police investigation does not have to have reached its conclusion before the Head Teacher makes their decision. Any involvement in criminal activity may result in the child having a fixed term exclusion.

### **Regulating behaviour on an offsite activity**

Any minor incidents of bad behaviour should be dealt with by the most senior member of staff on the trip. Any issues of bullying, fighting or violence should be noted down and then it should be logged on SIMS when the member of staff returns. Any major incidents (from the table below) must be dealt with by the Headteacher. This will require the lead member of staff (most senior member of staff) to ring the head teacher and report concerns. The head teacher will give the course of action to be followed.

Continued disruptions
Defiance
Verbal abuse to staff / pupils / others
Racial abuse to staff / pupils / others
Physical abuse to staff / pupils / others
Sexually inappropriate behaviour
Theft
Vandalism
Extortion
Threatening behaviour
Setting off Fire Alarm
Malicious allegations

### **Lunchtime Exclusions**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger Governor meetings \* so that parents can make representations if required. These exclusions are not affected by the new regulations on providing pupils with education from the sixth day of their exclusions. Taking into account the child's age and vulnerability, the Head Teacher should ensure that a parent / carer has been contacted and is available to collect the pupil and supervise during the lunchtime exclusion. Free School meal entitlement must be honoured.

A Lunchtime exclusion for an indefinite period, like any other exclusion, would not be lawful. Lunchtime exclusions should not be used for long periods of time e.g. for not longer than a week.

### **Fixed term exclusions**

Fixed term exclusions should be followed when a child breaches the school behaviour policy. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the School following exclusion. Ofsted inspection evidence suggests that 1-3 days are often long enough to have the desired effect without adverse educational consequences.

As a school we can do fixed term exclusions for a maximum of 45 days in one academic year. When a pupil is given a fixed period exclusion for six school days or longer, the school has a duty to arrange suitable full-time education provision from and including the sixth school day of the exclusion. When a pupil receives three fixed term exclusions in one term this should trigger a CAF (Common Assessment Framework) which could then lead to a TAC (Team Around the Child) meeting.

When a pupil has received fifteen days exclusions in one term this should then be presented to the Governors for them to review the case \*. Both of these measures are used as a strategy to prevent a permanent exclusion.

Full time education must be provided from the first day for "Children in Care" (i.e. "Looked after Children"). A return to school meeting must be set up after a fixed term exclusion and this must include the parents.

Behaviour types that warrant a fixed term exclusion:

Continued disruptions in lessons & School	1 - 3 Days
Defiance	1 – 3 Days
Verbal abuse to staff / pupils / others	1 Day
Racial abuse to staff / pupils / others	1 Day
Bullying – physical / verbal	1+ Day
Physical abuse to staff / pupils / others	1+ Day
Sexually inappropriate behaviour	To be determined
Theft	1 – 3 Days
Vandalism	1 – 3 Days
Extortion	1 – 3 Days
Threatening behaviour	1 – 3 Days
Setting off Fire Alarm	1 – 3 Days

Table linked to current practices in Sandwell Primary Schools.

### **Governors involvement in fixed term exclusions**

If total is 5 school days or less	Governors do not have to meet but it is good practice to do so.
If total is 5 1/2 school days or more	Parents have the right to put case to Governors – they are able to remove the fixed term exclusion from the pupil’s school record if appropriate.
Exclusions that total 15 school days or more in one term *.	Governors should review the pupil’s case.

### **Permanent Exclusions**

The decision to permanently exclude can only be made by the Head Teacher (or Deputy Head Teacher if Head Teacher is not on site). A decision to exclude a pupil permanently should be taken only:

- a) in response to serious breaches of the school’s behaviour policy: and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school.

The decision to exclude a pupil permanently is a serious one and should only be taken when all the facts and evidence are clear. In some circumstances it will be necessary to put a fixed term exclusion in place pending the outcome of an investigation. This should be as short as possible and work should be sent home by School in the first instance. Full time education should be provided from the sixth day of any fixed term exclusion.

There will be exceptional circumstances that the Head Teacher will decide to permanently exclude a pupil for a “one off” incident – these could be:

- 1) Serious actual or threatened violence against another pupil or member of staff
- 2) Sexual assault / abuse
- 3) Supplying an illegal drug

#### 4) Carrying an offensive weapon

Once the Head Teacher has made the decision to permanently exclude a pupil they need to contact the Local Authority to advise them in order for the statutory Day 6 education provision to be made by the Authority (Day 1 for “Children in Care”).

Head Teachers should carefully follow the procedures set out in law, which are designed to ensure fairness and openness in the dealing of permanent exclusions.

Correspondence to the parents / carers must clearly indicate the following:

- Reason for the permanent exclusion and effect from what date
- The parent’s right to make representations about the exclusion to the governing body and how the pupil may be involved in this.
- The contact details if they wish to make such representation (this is normally the Clerk to the Governors)
- The school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so
- The arrangements that have been made enabling the pupil to continue with his / her education. (Day 6 provision)
- The latest date by which the governing body must meet to consider the exclusion . (15 school days from date of the permanent exclusion letter).
- The parent’s right to see and have a copy of their child’s records upon written request to the school
- The name and telephone number of an officer from the Local Authority who can provide advice as well as the contact details for ACE (Advisory Centre for Education)

Within one school day the Head Teacher must inform the governing body and the Local Authority of permanent exclusions. If the pupil lives outside the local authority where the school is located then the “home” local authority need to be advised in order from them to provide the statutory Day 6 provision.

The Clerk to the Governors is responsible for arranging the meeting of the Discipline Committee meeting, ensuring that there are three or five Governors available. The Clerk will need to Minute the meeting. The statutory guidance is that this meeting must take place within 15 school days from the date of the permanent exclusion.

The School need to collate all the relevant paperwork and to ensure that the family receives this paperwork at least five days prior to the governors meeting. The Governors as well as the Local Authority representative will also need copies of the paperwork provided again at least five days prior to the Governors meeting.

Once the Governing Body have heard the case then the clerk to the Governors will inform the family of the decision within one working day, clearly stating in the letter that the family have the right to appeal against this decision before an Independent Appeal Panel. In the appeal letter the contact details to whom the request for the appeal must be made to should be clearly identified as well as the date by which the letter needs to be received by (the family have 15 school days in which to appeal). On receipt of a letter requesting an appeal, the Local Authority has 15 school days in which to hear this appeal.

Permanent exclusions are seen as a last resort and when the School have tried all strategies. If the pupil does not respond or modify behaviour and all outside support agencies have been involved with no impact.

### **Appendix 1 - Contact details of Behaviour support**

Advisory Centre for Education (ACE)	0808 800 0327
Sandwell Parent Partnership	(0121) 524 8017
Sandwell – Exclusions Team	(0121) 569 8345 – Clare Burgess (0121) 569 8473 – Linda Shore (0121) 569 8335 – Lynda Hanson (0121) 569 8231 – Lorna Campbell (0121) 569 8467 – Lyn Nicholas

### **Appendix 2 - Law on searching children**

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are a head teacher or a member of school staff and authorised by the head teacher. But:

- a. you must be the same sex as the pupil being searched; and
- b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

During a search

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

After a search

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

**Appendix 3 - Witness Sheet**

Name-

Time/Date	Where	What happened



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**Appendix 4**

Flowchart

**School code of conduct**

This is displayed in all classrooms.

Rise to the challenge

You should always try to be the best you can be

Demonstrate a positive attitude

Expect honesty, trustworthiness and to work hard

Respect yourself others and property

Safe work and Play

## Appendix 5

### Behaviour Recovery

#### Expectations

Behaviour recovery runs from Nursery to Year 6 and carries a consistent approach across school. Each class has a behaviour recovery area which is in a quiet area of the classroom that is clearly marked (foundation/ ks1= tree KS2– Desk/carpet area). The areas are clear from clutter and distractions. The correct mat that indicates their point on the behaviour recovery steps should be used, to indicate the step that the child is at

Staff follow the 5 steps to recover children's behaviour. The five steps are:

1. Non verbal cue or reminder
2. Give child a verbal warning
3. 5/10 minutes reflection time on the classroom reflection spot. Reflection sheet filled out.
4. 10 minutes parking in another classroom \_\_\_\_\_ Parking sheet filled out.
5. Send to time out room until calm and ready to return to class.

There is a behaviour display in every classroom, where the steps are on display and the visual reminder board. Staff use the visual reminder board to indicate where children are in terms of the five steps. At the start of every lesson the visual reminder board is cleared and previous lessons behaviour is recorded on the behaviour log.

Parents receive letters when children have had reflection (yellow letter) or parking time (red letter), step 4 and 5. Parents are contacted and a discussion over the phone or in school is had with parents if they are sent to the time out zone.

We feel it is just as important to reward behaviour and achievements. In every classroom there is a rewards rocket. Children all start on green and can work their way up to silver then gold. Children are not moved down as this is an achievement they have made and should not be removed in connection with any bad behaviour choice. At the end of every day, the children that are on Gold, get a gold raffle ticket. Children's names then go in to a box and a winner is drawn out on the Friday (winning a prize). When reaching silver children in Foundation and KS1 receive a silver-star sticker and KS2 get a dip in the silver box.

#### Reflection Time and Parking

Children have a Behaviour Recovery Tree. Children will need to sit on the reflection (mirror) at the base of the tree, children will have a reflection book that they will look through. This contains positive/ happy images of children from the class. Children will then have a leaf, children will be asked to write a sentence about how they are going to recover their behaviour (adults can scribe). Parents will have a yellow slip sent home informing them, that their child has had reflection time today. THIS SHOULD BE RECORDED ON THE BEHAVIOUR TRACKER.

#### Parking

Children will be sent to their partner class to sit at their Behaviour Recovery Tree. Children will need to sit on the parking (ticket) mat at the base of the tree, children will have a reflection book that they will look through. Children will also have the recovery prompt sheet. This contains positive/ happy images of children from the class. The child returns to class, where the class teacher goes over the behaviour recovery– RE-THINK SHEET with the child. Children will then have a leaf, children will be asked to write a sentence about how they are going to recover their behaviour (adults can scribe). Parents will have a red slip sent home informing them, that their child has had parking time today. THIS SHOULD BE RECORDED ON THE BEHAVIOUR TRACKER. Sheets to be filed in the folder.

#### KS2 Area

##### Reflection time

Children have a reflection area inside the class (clear and used just for this purpose). Children will have a reflection book that they will look through, this contains positive/ happy images of children from the class. Children will then have a reflection sheet, children will be asked to write a sentence about how they are going to recover their behaviour (adults can scribe). Parents will have a yellow slip sent home informing them, that their child has had reflection time today. THIS SHOULD BE RECORDED ON THE BEHAVIOUR TRACKER.

##### Parking

Children will be sent to their partner class where children will need to sit at the parking area (ticket). Children need to take the behaviour recovery– RE-THINK SHEET with them. They will fill out the RE-THINK SHEET and look through the reflection book that they will look through.

This contains positive/ happy images of children from the class and children will also have the recovery prompt sheet. The child returns to class, where the class teacher goes over the RE-THINK SHEET with the child. Parents will have a red slip sent home informing them, that their child has had parking time today. THIS SHOULD BE RECORDED ON THE BEHAVIOUR TRACKER. Sheets to be filled in the folder.

### Time Out Zone

#### Time out zone

Children need to be escorted to the time out zone by a member of staff. A lead teacher/ Head Teacher will stay with the child, until their behaviour is calm again and they are ready to return to class. Children will fill out a RE-THINK SHEET form with the child. The member of staff will then contact parents regarding the incident in school. Staff need to then fill out serious incident record sheet. THIS SHOULD BE RECORDED ON THE BEHAVIOUR TRACKER. Sheets to be filed in the folder.

### Bottom Line Expectations

Staff follow the behaviour recovery 5 steps to recover children's behaviour. However there may be instances that mean staff have to go straight to step 5 (time out room).

In the event of an incident requiring escalation to step 5, staff should consult their phase leader/ member of the Senior Leadership team to inform them about the incident and for them to decide if it is straight to step 5.

Things that should be a step 5:

Assaulting a member of staff

Serious damage to property

Swearing at a member of staff

Assaulting another child, including a fight

Throwing furniture

## Visual reminder board

Every class has a visual reminder board. This has all children's names on and must be used for all lessons. The reminder board is used to provide visual clues for children and staff to see. The reminder board should be reset at the start of every lesson. When cards are used this should be recorded on the behaviour tracker.

The cards are as follows:

1.



This symbolises a non verbal cue or reminder. Can be eye contact or a gentle reminder about behaviour.

2.



This symbolises verbal warning. This when we have a quiet word in child's ear or pull a child to one side to remind them of rules and expectations. We should not be drawing attention to the behaviour or raising our voice.

3.



This symbolises reflection time. Children have 5/ 10 minutes reflection time in classrooms. Children then will fill out reflection sheet/leaf. Children will have the reflection book to look through during this time.

4.



This is a symbol for parking. Children will have parking in their partner class (see a3 behaviour poster for partner class). They will be provided with the behaviour recovery prompt sheet and RE-THINK sheet to fill out in KS2. Foundation and KS1 staff will fill sheet out with child. The class teacher must go over this sheet with the child. Children in Foundation/KS1 will have the reflection book to look at.

5.



This symbolises time out. Time out will be in a designated area and children will not return until the child is calm and ready. Children must fill out the RE-THINK sheet and a serious incident sheet should be filled out.

## Rewards

All children earn DoJo's , The dojo's work towards points. Each child earns the points over the year. The children gain certificates when they reach each belt stage. If they reach black belt by the end of the year they win a special prize.

Belt	Points
White 	25
Yellow 	50
Orange 	75
Green 	100
Blue 	125
Purple 	150
Red 	175
Brown 	200
Black 	225

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